

# Biggin Pre-School

Biggin C of E Primary School, Biggin, Buxton, Derbyshire, SK17 0DQ



## Inspection date

22 April 2015

Previous inspection date

20 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Teaching is good. Staff use a range of strategies to promote children's learning, during their play, across the curriculum. Consequently, children make good progress in their learning.
- Staff know individual children and their families very well. As a result, they can plan activities that interest children and keep them engaged in learning.
- Children enjoy learning about the world around them. Staff get involved in children's discoveries and help them understand new ideas.
- Children are happy and confident. Secure relationships with staff support children to develop their independence, self-esteem and social skills.
- Leaders, managers and staff understand the importance of safeguarding children. Regular training and clear procedures ensure staff respond appropriately to concerns about children's welfare.
- Leaders and managers are reflective and evaluate the pre-school. They accurately identify areas for improvement and are proactive in seeking advice and support.

### It is not yet outstanding because:

- Staff do not always make the most of thorough and precise assessments of children's learning. As a result, next steps in learning are, on occasion, not specific enough to promote the very best progress.
- Leaders and managers do not use sharply focused evaluations of staff's interactions with children. Consequently, staff are not reflecting effectively on the quality of the questions they are asking children.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- strengthen the quality and use of assessments so they more effectively inform sharply focused plans for children's next steps in learning, in order that children make very rapid progress
- enhance the quality of teaching so that all staff confidently use highly effective questioning strategies, for example, by supporting staff to observe others and evaluate their own practice.

### Inspection activities

- The inspector observed children's activities and routines in the main playroom and outside areas.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents and carers views spoken to on the day and from information included in the provider's own parent survey.

### Inspector

Alison Byers

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The qualified staff at the pre-school use a range of good-quality teaching strategies. Children enjoy learning about mini-beasts because staff work with them to think about where insects live. Staff reinforce children's learning by linking stories and activities to the insects they see. For example, children explore their understanding of bees as they make a model out of dough. Children's communication and language skills are promoted during story time. Staff encourage children to talk about the insects they have seen and join in with familiar phrases. Children are beginning to develop the early literacy skills they will need for school. Staff encourage children to find their name cards and recognise numbers on jigsaw puzzles. Staff use information from parents to complement what they know about children from their own observations. This enables staff to plan broad next steps in children's learning, for example, by developing social skills in small groups. However, a more thorough assessment processes is not yet embedded in practice. As a result, planning is not always precise enough to promote the very best outcomes for children.

### **The contribution of the early years provision to the well-being of children is good**

The pre-school is small and children benefit from secure relationships with all the staff and other children. They demonstrate good manners and excellent cooperation with routines. Children happily help tidy away and look for more jobs without further prompts. They have developed good hygiene habits and independence at snack time. Staff help children to understand risks by talking to them about why they need to wear sun hats when it is hot. Their overall well-being is promoted through healthy snacks, outdoor play and walks in the local area. Children are encouraged to share information about their families and staff listen carefully to them. Consequently, children feel valued and are developing their confidence and self-esteem. Their emotional preparation for school is further supported by visits to their new classroom and partnerships with their new teacher.

### **The effectiveness of the leadership and management of the early years provision is good**

Committee members are closely involved in the running of the pre-school. They understand their role in ensuring children are safeguarded and support the manager with appraisals. Staff's knowledge of safeguarding issues is supported by a detailed policy that was reviewed by the Local Safeguarding Children Board. The staff team is small and works together to ensure that their provision is meeting the needs of all children. For example, they use their detailed knowledge of individual children to identify areas where children are not making expected progress. They utilise skills from training on early communication to provide suitable interventions. Consequently, they ensure that all groups of children continue to make good progress. The manager has identified areas of improvement and staff are working with the local authority advisor to review practice. Leaders support staff to monitor and maintain their training. However, appraisals do not include detailed observations of staff's practice. As result, self-evaluation of the pre-school does not focus sufficiently on further improving the quality of teaching.

## Setting details

<b>Unique reference number</b>	206720
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	865423
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Biggin Playschool Committee
<b>Date of previous inspection</b>	20 March 2012
<b>Telephone number</b>	01298 84279

Biggin Pre-School is run by a committee and was registered in 2000. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school is open during term time. Sessions on Monday and Tuesday are from 8.45am until 12.30pm and 12.45pm until 3.30pm. Sessions on Wednesday and Friday are from 8.45am until 12.30pm only. The pre-school is closed on a Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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